

Immigrant Research Paper and Presentation

Purpose

Write and deliver a research report about an immigrant group who settled in Indiana. Students will use a variety of references materials (online resources, encyclopedias, books, pictures, charts, diagrams, etc.) to gather ideas and work through the research process (defining the topic, gathering information, determining credibility, and reporting findings). Students will also use a computer to draft, revise, and publish their writing. Finally, the students will present their research in an informational presentation

Materials

For the teachers: reference materials, including pre-determined websites, encyclopedias, books, etc.; rubric to assess the final product; chalk; chalkboard
For the students: a variety of reference materials, access to word processing software and to the Internet, outline created by the teacher.

Activity

A. Pre-Activity Preparation

1. Find some child-friendly websites that the students may use for their research.
2. Gather other resources, such as books, magazines, and encyclopedias.
3. Create a rubric to assess the research paper.
4. Create an outline, where the students will record the information learned from their research. Some possible outline headings could be: where the immigrant group came from, why they left their country, where they first lived in Indiana, and what work they did.

B. Pre-Activity Discussion

1. Discuss that many of Indiana's early resident were immigrants.
2. While reading through the social studies textbook or other reference materials that were chosen by the teacher (online or in print), generate a list of immigrant groups onto the chalkboard.
3. Have each student choose an immigrant group to research.
4. Model how to gather and summarize information onto the outline created by the teacher.

C. Writing and Publishing the Research Paper

1. Allow students time to research the topic and complete their outlines.
2. Model how to turn the information on the outline into a research paper.
3. Allow students time to write their research papers.
4. Guide the students through the teacher's preferred editing/proofreading process.

Technology Literacy Standards

	I	II	III	IV	V	VI	VII
1	X		X		X	X	X
2	X	X	X	X	X	X	X
3	X	X				X	
4		X		X		X	
5		X				X	
6		X				X	
7				X		X	
8				X		X	
9				X		X	
10				X		X	
11						X	
12						X	
13				X			
14						X	
15				X			
16							

☒ = This Technology Literacy Standard is addressed in this lesson.

☐ = This Technology Literacy Standard is not addressed in this lesson.

5. Allow the students time to publish their writing using word processing software, teaching them the appropriate revision strategies as needed.

D. Close the Activity

1. Students will present their research papers to their classmates and then turn in the word processed research paper.
2. The teacher will assess the papers, using the predetermined rubric.

Classroom Assessment _____

Using the teacher-developed rubric, assessment will occur as students submit their word processed document. Informal assessment will also occur during the students' informational presentations to the class.